

# **CRIJ 5322: Seminar in Policing and Law Enforcement**

CRN: 18067

Fall 2021

Professor. Hyunjung Cheon

hcheon@utep.edu

(915) 747-7700

Office Hours: By appointment

Office Location: Education Building, 111J

## **COURSE INFORMATION**

Course meeting time: Tuesdays, 6:00 – 8:50 pm

Course location: Education Building 112

## **COURSE DESCRIPTION**

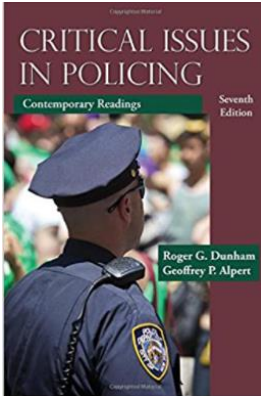
This course focuses on the theories and scholarly studies in policing and apply this knowledge to understanding police functions in society. Students are expected to think critically about the scientific methods used to answer various research questions, as well as reflect on policing's contributions to the larger CJ system.

## **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

Upon successful completion of this course, a student should be able to:

- 1) Contextualize police behavior, tactics/strategies, etc. as well public perception of law enforcement based on the period of history/era.
- 2) Better understand police-minority community relations through a lens of over- and under enforcement of the law and historical context.
- 3) Locate and assess the quality of criminal justice and policing data/measures for analyses.
- 4) Ponder competing and/or complimentary frameworks (e.g., individual, situational, organizational, ecological, institutional) for thinking about police officers and interactions with citizens.
- 5) View police behavior, departmental policy, and agency decision-making through a lens of data, research, and evidence-based policing (EBP).
- 6) Identify mechanisms to address police accountability but also the impediments to adequate reform.

## REQUIRED MATERIALS



Roger G. Dunham, Geoffrey P. Alpert, & Kyle D. McLean. (2020). *Critical Issues in Policing: Contemporary Readings* (8th edition). Long Grove, IL: Waveland Press, Inc.

- ISBN: 978-1-4786-44046-2. (available through the bookstore or online)

\*Additional readings are available on Blackboard.

## COURSE ASSIGNMENTS AND GRADING

### *Midterm Exam*

Midway through the semester, you'll be responsible for a "take home" midterm exam. It will be essay/long answer format of a few questions. It will be "open book/notes" but timed. More information will be provided prior to the assignment of the midterm. The midterm will be worth 25% of your final grade.

### *Presentations*

Over the course of the semester, you'll be responsible for **three** separate formal PowerPoint presentations. For the two presentations, you'll be arguing either "for" or "against" one of the following topics: 1) hot spots policing, 2) problem-oriented policing, 3) broken windows policing, 4) focused deterrence/pulling levers, and 5) stop, question, and frisk. This will occur towards the end of the semester (see below). I will be looking for roughly a 10–15-minute presentation.

For the third, you'll be presenting your final paper topic: what we know, what we don't know on the topic, and how your paper addresses a need for more research/fills a research gap. Half of the class will present their final paper ideas on the 2nd to last day of class (11/23) and the other half will present on the last day of class (11/30). I'm looking for roughly a 10-minute presentation. Both presentations will be worth 20% of your final grade.

### *Final Paper*

You will be responsible for a final paper at the end of the semester, which will be due on finals Week (12/2). The paper will essentially consist of a "front-end" (i.e., introduction and literature review) of testable research question(s) for an empirical paper or research report. We will be going over what a "front-end" looks like and how to write one over the course of the semester. Your final paper topic must be approved by me before the mid-point of the semester.

Ideally, you should be able to take the final paper (as well as the feedback you receive) and, at a later time (perhaps in another class – statistics/data analysis) find available data that can be used to analyze your particular research question. \*You do not need to have data or conduct any statistical analysis for the final paper. The final paper will make up the large proportion of your final grade: 35%

### *Participation & Class Contribution*

You will be graded on how well you ask stimulating questions, participate, and contribute

to the class discussion/debate on a week-by-week basis. 20% of your final grade will be based on your level of participation and class contribution.

### *Summary of Graded Assignments*

Assignment	Possible Points	Percent of Total Grade
Midterm Exam (Take home date TBD)	50	25
Presentations	40	20
Final Paper	70	35
Participation & Class Contribution	40	20
Total	200	100%

### *Grade Scale*

Letter Grade	Percentage
A	> 90
B	80 – 89
C	70 – 79
D	60 – 69
F	< 60

## **COURSE POLICIES**

### *Email Policy (Contacting the Instructor)*

There are two ways you can contact me in this course. 1) Through your institutional email address. 2) Through the “send email” function under the course tools tab in Blackboard. I expect you to identify yourself within the body of the email. I also expect you to compose emails using standard word and sentence structure (i.e., no acronyms, slang, etc.). In other words, do not email me as if you are texting your friends. Emails must be formatted in a professional manner as well (salutation and closing, etc.). If your emails are not well-articulated and professional, there is a high likelihood that there will be no response.

I will do my best to respond to your emails within 24 hours under most circumstances from Monday through Friday. I will also do my best to check my email at least once on Saturdays and Sundays; however, at times I may not be able to respond over the weekends. Please plan accordingly.

**Important Notes:** The professor does not post slide presentations online, share lecture notes, or discuss missed lectures through email. Arrangements for obtaining missed class notes should be made with classmates. Please make sure that you have immediate access to the personal email linked to your Blackboard account, as all course emails and notifications will be sent through Blackboard. **Students are expected to locate all assigned journal article readings using online databases and UTEP Library resources.** Begin collecting assigned readings early, as the professor is not responsible for readings you cannot get to as a result of procrastination. The professor reserves the right to make any changes to the course requirements and deadlines.

### *Late Assignment and Missed Exam Policy*

Assignments are due at the beginning of the class period on the day they are due unless I specify otherwise. Late assignments will only be accepted in the case of a documented medical emergency and at my discretion. Assignments that are not submitted on Blackboard **and** in paper form on the due date will have points deducted per the assignment instructions.

Makeup exams will not be routinely allowed. You must have a **documented** excuse (e.g., death in the family, medical emergency, family emergency, etc.) to take a makeup exam. If possible, you must notify me via email prior to the set time of the exam.

### *Electronic Device Policy*

Modern communication technology can be extremely disruptive in a learning environment; therefore, dumb phones, smart phones, and mp3 players must be turned off and placed in your belongings. I understand that many of you may prefer to take notes on laptops or tablets; therefore, I will allow these in the classroom with one caveat: they must be used solely for note-taking. **Those who violate these policies may be asked to leave the room.** If you are a first responder or otherwise need limited access to a mobile device for emergency purposes, please notify me during the first week of class. All student activities in the University, including this course, are governed by the provisions of the policy on Student Conduct and Discipline, Section II, Chapter I of the UTEP Handbook of Operating Procedures.

### *Dissemination Policy*

All the materials in this course, aside from that in the assigned text, should be considered as my intellectual property and, as such, under copyright protection. This includes my lectures, exams, written assignments, and notes. These are intended for your use during this course and may not be disseminated to anyone outside of the course without my explicit written permission.

### *Incomplete Grade Policy*

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

### *Accommodations Policy*

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

## *Students with Disabilities*

If you require modifications to the course or testing environment, please inform me as soon as practical via email or during office hours. Accommodations are coordinated through the Center for Accommodations and Support Services (CASS). If you feel an accommodation is necessary please contact CASS at 915-747-5148 (tel) [cass@utep.edu](mailto:cass@utep.edu) (email) or visit them at Union Building East Room 106.

## *Scholastic Integrity*

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

## *A Note about Sexual Misconduct*

What you should know about sexual misconduct: UTEP does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, the University can help. It is important to know that federal regulations and University policy require faculty to promptly report complaints of potential sexual misconduct known to them to their campus Title IX Coordinator(s) to ensure that appropriate measures are taken and resources are made available. The University will work with you to protect your privacy by sharing information with only those that need to know to ensure the University can respond and assist. Any student who believes that he or she may be experiencing sexual harassment or misconduct is encouraged to consult with or report such conduct immediately to the Title IX Coordinators. Contact information for UTEP's Title IX Coordinators can be found here:

<http://utep.edu/titleix/Title%20IX%20Coordinators%20.html>

## **COVID-19 PRECAUTIONS**

Please stay home if you (1) have been diagnosed with COVID-19, or (2) are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org)

## **MASK STATEMENT**

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. For employees and students who have not been vaccinated, face coverings are highly recommended, especially when indoors, to reduce the spread of COVID-19.

You do not have to wear a mask in our classroom, but it is highly recommended – especially if you have not been vaccinated. I will be wearing a mask in class, except for when I am at the front of the classroom actively speaking to the class as a whole.

## **COURSE RESOURCES**

UTEP provides a variety of student services and support:

### Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

### Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

### Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

## **COURSE SCHEDULE**

I will make every effort to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. I therefore reserve the right to make changes to the syllabus. In the event that this occurs, students will be notified both in class and via Blackboard announcement (which will also show up as an email).

Required Reading Assignments:

The reading assignments listed for each day of class are those readings which a student must complete before the class in order to be prepared for class that day.

DAM = Dunham, Alpert, & McLean textbook

**Week 1, 8/24**

Introduction: A snapshot of policing, history, public perception of law enforcement

Required reading:

- 1) DAM, Chapter 1 (pp. 1 - 10)
- 2) DAM, Chapter 2 (pp. 11 - 30)
- 3) Mourtgos & Adams (2020) Justice Quarterly (available on Blackboard)

**Week 2, 8/31**

Data and research (five areas: individual, situational, organizational, ecological, & institutional); where to go for measures

Required Reading:

- 1) DAM, Chapter 4 (pp. 65-82)
- 2) Bolger (2015) AJCJ \*only pgs 466-471 (available on Blackboard)
- 3) Greene (2014) Justice Quarterly (available on Blackboard)

**Week 3, 9/7**

Functions/operations; personnel; recruitment; Misconduct

Required Reading:

- 1) DAM, Chapter 12 (pp. 214-232)
- 2) DAM, Chapter 26 (pp. 502-535)
- 3) DAM, Chapter 11 (pp. 187-213)
- 4) DAM, Chapter 14 (pp. 261-278)
- 5) Wood et al. (2019) Socius (available on Blackboard)

**Week 4, 9/14**

Race/ethnicity and policing

Required Reading:

- 1) Kennedy (2020) Niskanen Center (available on Blackboard)
- 2) Tregle et al. (2019) Journal of Crime & Justice (available on Blackboard)
- 3) Gaston (2019a) Crime & Delinquency (available on Blackboard)
- 4) Gaston (2019b) Criminology (available on Blackboard)

**Week 5, 9/21**

Use of force; officer-involved shootings; officer wellness/safety

Required Reading:

- 1) DAM, Chapter 19 (pp. 361-375)
- 2) Fyfe (1982) JCLC (available on Blackboard)
- 3) Hickman et al. (2008) Criminology & Public Policy (available on Blackboard)
- 4) Nix et al. (2017) Criminology & Public Policy (available on Blackboard)

**Week 6, 9/28**

Accountability 1 (training; technology); front end versus back end measures

Required Reading:

- 1) DAM, Chapter 31 (pp. 621-640)
- 2) DAM, Chapter 33 (pp. 655-667)
- 3) Wolfe et al. (2020) Annals (AAPSS) (available on Blackboard)

**Week 7, 10/5**

Accountability 2 (administrative policy; certification/decertification)

Required Reading:

- 1) DAM, Chapter 17 (pp. 321-345)
- 2) DAM, Chapter 29 (pp. 580-602)
- 3) Terrill & Paoline (2017) Justice Quarterly (available on Blackboard)

**Week 8, 10/12**

Hot spots policing (**pro & con student presentations**)

Required Reading:

- 1) Weisburd (2005) Annals (AAPSS) (available on Blackboard)
- 2) Greene (1999) Crime & Delinquency (available on Blackboard)

**Week 9, 10/19**

Problem-oriented policing (**pro & con student presentations**)

Required Reading:

- 1) DAM, Chapter 5 (pp. 83-95)
- 2) White & Katz (2013) Police Quarterly (available on Blackboard)

**Week 10, 10/26**

Broken windows policing (**pro & con student presentations**)

Required Reading:

- 1) DAM, Chapter 6 (pp. 96-108)
- 2) DAM, Chapter 7 (pp. 109-121)
- 3) O'Brien et al. (2019) Annual Review of Criminology (available on Blackboard)

**Week 11, 11/2**

Focused deterrence/pulling levers (**pro & con student presentations**)

Required Reading:

- 1) Engel et al. (2013) Justice Quarterly (available on Blackboard)
- 2) Rosenfeld et al. (2005) Criminology & Public Policy (available on Blackboard)

**Week 12, 11/9**

Stop, Question, & Frisk (**pro & con student presentations**)

Required Reading:

- 1) DAM, Chapter 24 (pp. 461-483)
- 2) MacDonald & Braga (2019) Justice Quarterly (available on Blackboard)



**Week 13, 11/16**

Library Day

**Week 14, 11/23**

Other “recent” developments in American policing; **student final paper presentations 1**

Required Reading:

- 1) DAM, Chapter 35 (pp. 682-696)
- 2) DAM, Chapter 36 (pp. 697-end of chapter)

**Week 15, 11/30**

Wrap up; future of policing; **student final paper presentations 2**

Required Reading:

- 1) DAM, Chapter 30 (pp. 605-620)
- 2) DAM, Chapter 34 (pp. 671-681)

**Final paper due: December 2<sup>nd</sup> at Midnight**